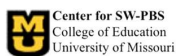


Emerging Phase, Level 1 Day 2



Entrance Routine “Do Now”

Please ensure that you have the Items you were asked to bring ready for the day.

Using your most current school data answer the following questions.

- What is your top problem behavior?
- Where is your most problematic location?
- What time is the most problematic behavior occurring?
- How many students are involved?

★ Big 5 Data Review Guide



Emerging Phase, Level 1 Overview

- Ensure full staff implementation with fidelity
- Refine/fine tune SW-PBS Systems and Practices
- Develop effective Classroom Practices
- Analyze discipline problems and develop a plan to resolve
- Develop a system of communication between family and school
- Develop/maintain Cultural Awareness



Today’s Outcomes

- Share staff PD ideas on the effective classroom practice of procedures and routines
- Identify problem behaviors from Big 5 data and identify interventions
- Examine School Safety Survey data and identify needs and develop strategies
- Develop a plan for staff PD on the effective classroom practice of acknowledging appropriate behavior



Review Procedures and Routines

- How did you share the mini-module with your staff?
- What were successes you had in sharing?
- What challenges did you face?



Directions:

- Divide into groups
- Talk about each question and write down your answer to each question on chart paper.
- Debrief whole group



Today's Outcomes

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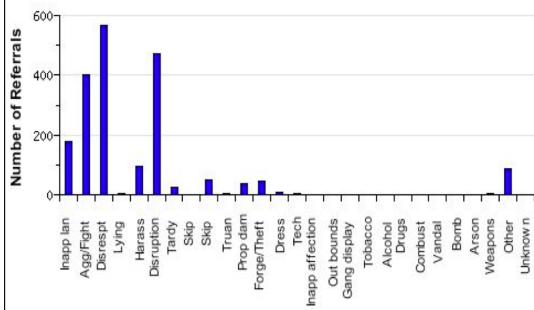


The Big-5

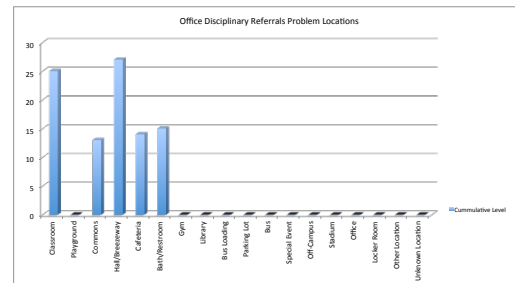
- What **Problem Behavior**
- When **Location**
- Where **Time of Day**
- Who **Number of Referrals per student**
- How Often **Office Referrals per day/ per month**



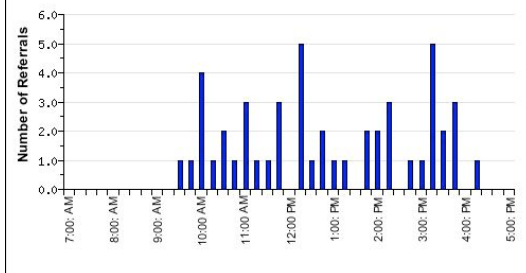
Referrals By Problem Behavior



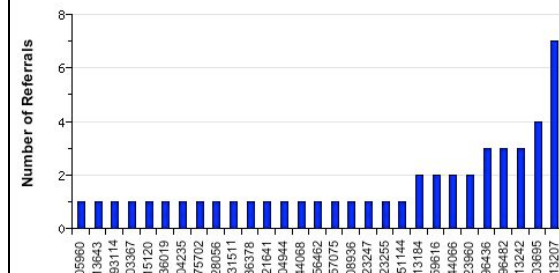
Referrals by Location



Referrals By Time



Referrals By Student



1 Data Observations - What patterns (if any) do we see in the Big 5 Reports:

A. Per Day/Per Month Overall: For a building our size the average = _____ with a range of _____ to _____
 Our average per day per month rate for the current month = _____ with a _____ trend across _____ year(s)
(stable/increasing/decreasing)

B. Problem Behavior: Top problem behavior this month? Disrespect

C. Location: What location are referrals coming from? Hallways


D. Time of Day: Are there particular times of day that stand out? 12:30 and 3:15

E. Students Involved: How many students are involved year to date? 0-1 referrals, 1-5 referrals, 1-6+ referrals

2 Problem Statement: _____


3 Do you need more information to confirm this Problem Statement? YES NO
 If yes, what do you need to know? _____

#4 What MATRIX Behaviors(s) do we want students to demonstrate instead of the problem behaviors? _____

 Big 5 Data Review Guide

Problem Statement

- Our current most frequent problem behavior is disrespect in the hallway at 12:30 and 3:15 and it involves 29 of the students.



1 Data Observations - What patterns (if any) do we see in the Big 5 Reports:

A. Per Day/Per Month Overall: For a building our size the average = _____ with a range of _____ to _____
 Our average per day per month rate for the current month = _____ with a _____ trend across _____ year(s)
(stable/increasing/decreasing)

B. Problem Behavior: Top problem behavior this month? Disrespect

C. Location: What location are referrals coming from? Hallways


D. Time of Day: Are there particular times of day that stand out? 12:30 and 3:15

E. Students Involved: How many students are involved year to date? 0-1 referrals, 1-5 referrals, 1-6+ referrals

2 Problem Statement: _____
Our current most frequent problem behavior is disrespect in the hallway at 12:30 and 3:15 and it involves 13% of the students.


3 Do you need more information to confirm this Problem Statement? YES NO
 If yes, what do you need to know? _____

#4 What MATRIX Behaviors(s) do we want students to demonstrate instead of the problem behaviors? _____




Now Let's Analyze!

- Do we have our expectations in place?
- Have we taught it thoroughly, frequently reviewed?
- Are we prompting the behavior prior to this time of day?
- Do we have sufficient supervision in the hallway at this particular time of day?



Excellent Middle School

	All Settings	Classroom	Morning Assembly	Hallways	Restrooms	Cafeteria	Bus
Safe	Keep hands and feet to self Walk	If someone bothers you 1. Say, "please stop" 2. ignore/walk away 3. Get help from a teacher	Keep food and drinks in the cafeteria	Move purposefully Stay to the right	Wash hands	Sit in assigned area Line up correctly	Sit down in seat Keep aisle clear
Respectful	Keep it clean Keep it quiet Use polite language	Raise hand and wait to be called on	Stay seated	Walk facing forward and single file	Use assigned restroom Keep eyes out of other stalls	Keep account current Clean up Bring lunch cards	Be on time
Learner	Choose a responsible seat Follow directions Keep track of your belongings Listen to teacher	Complete assignments	Participate	Keep an eye out for others	Return to class quickly	Be a good friend	Be observant of others




Questions


If not....

- You will need an expectation/rule to address it.

If yes, then...


- What needs to be clarified?
- What will you teach, re-teach, or practice?
- What will you recognize?
- How will you recognize it?





Science of Behavior A-B-Cs


Antecedent	Behavior	Consequences
Conditions or circumstances that increase the probability of a behavior occurring. What happens before the behavior.	Observable behaviors the student displays (from your schoolwide expectations MATRIX)	What happens after the behavior. By definition a consequence either increases (REINFORCEMENT) or decreases the probability the behavior will recur in the future
(In other words):		
When this happens....	Most students will....	Because this happens....



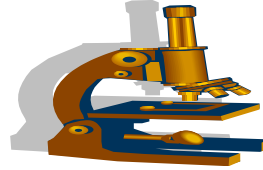

Antecedents

Conditions that will encourage use of the desired replacement behavior.

- Staff Professional Development on SW-PBS
- Teaching of Expected Behavior
- Teaching of Procedures
- Pre-Corrects
- Active Supervision
- Signage for SW-PBS
- Active communication between staff, students, and families
- Substitute teacher packet includes SW-PBS




If Effective Antecedents are in place what else might we need to examine?

Consequences


Either increases or decreases the likelihood that an event will reoccur.

- Effective Positive Feedback
- Effective Error Correction
- Re-teaching of Expected Behavior




Problem Statement

- At this time you will work with your team to create a problem statement for your school using the data you brought.



★ *Big 5 Data Review Guide*




Activity: Know your ABC's

Now that you have identified your problem statement:

In the top row of boxes:

- A** - Write down the antecedent(s) currently being used at the time the problem behavior is being observed
- B** - Write the problem behavior currently being observed
- C** - Write the current consequence that occurs as a result of this behavior

★ *Know Your ABC's*



Antecedents

Conditions that will encourage use of the desired replacement behavior.

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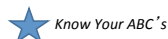
Activity: Change your ABC's

In the bottom boxes complete each of the following sections:

B- First write the replacement behavior that you would like to see

A- Second choose an effective replacement antecedent to begin using to take a proactive approach to change student behavior.

C- If Behavior (B) occurs what consequence would you expect to see your teachers give



Action Planning

Using Data for Decision Making

What goals or steps might you add or tweak regarding:

- PD for Staff
- Evidence of implementation



Today's Outcomes

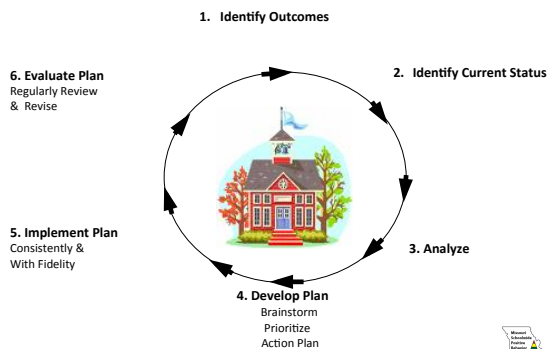
- Share staff PD ideas on the effective classroom practice of procedures and routines
- Identify problem behaviors from Big 5 data and identify interventions
- *Examine School Safety Survey data and identify needs and develop strategies*
- Develop a plan for staff PD on the effective classroom practice of acknowledging appropriate behavior



School Safety Survey



MO SW-PBS Decision Making Model



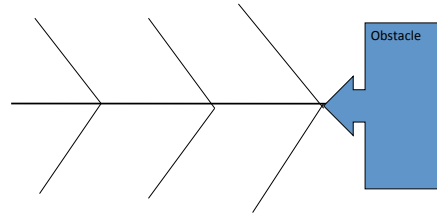
School Safety Survey (SSS)

- Review School Safety Survey
- Discuss strengths and weaknesses
- Choose one challenge

★ Missouri Middle School SSS Results



Fishbone Activity



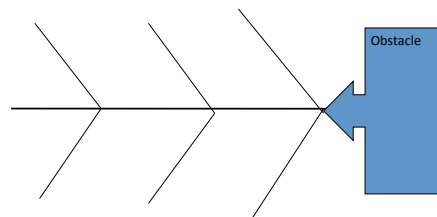
School Safety Survey

Review your School Safety Survey data

- What areas were your strengths?
- What areas were a weakness?
- Problem solve!



Time to Practice



★ Fishbone Worksheet



Action Planning Using SSS Results

What goals or steps might you add or tweak regarding:

- Staff and student concerns from the SSS



Today's Outcomes

- Share staff PD ideas on the effective classroom practice of procedures and routines
- Identify problem behaviors from Big 5 data and identify interventions
- Examine School Safety Survey data and identify needs and develop strategies
- **Develop a plan for staff PD on the effective classroom practice of acknowledging appropriate behavior**



Effective Classroom Practices

Classroom:

- Expectations & Rules
- Procedures & Routines
- Continuum of Strategies to Acknowledge Appropriate Behavior
- Continuum of Strategies to Respond to Inappropriate Behavior
- Active Supervision
- Multiple Opportunities to Respond
- Activity Sequence & Offering Choice
- Academic Success & Task Difficulty



Acknowledgement of Expected Behavior in the Classroom Occurs When...

...students and staff are given specific, positive, frequent acknowledgement of desired behavior.

A B C of Behavior



Why Acknowledge Appropriate Classroom Behavior?

Effective acknowledgment ...

- Can increase
 - on-task behavior,
 - correct responses, work productivity and accuracy,
 - attention and compliance
 - cooperative play
- Foster intrinsic motivation to learn which comes from mastering tasks
- Have vicarious effect with benefits that may be long lasting



“You get what you recognize.”

Use positive, specific, contingent feedback when students display the expected behavior **to increase the likelihood** students will display the desired behavior **again in the future**.



What do teachers usually give attention to?

Cumulative Study of 1st -12th Grades (104 Classrooms):

Feedback on Academics:

- Rate of Academic Approval = .34 per Minute 20.36 per Hour
- Rate of Academic Disapproval = .14 per Minute 7.56 per Hour

Feedback on Behavior:

- Rate of Behavioral Approval = .03 per minute 1.52 per hour
- Rate of Behavioral Disapproval = .32 per minute 19.20 per hour

* White (1975)



Positive to Corrective Feedback

Academic = **3:1** Positive to Corrective/Negative

Behavioral = **1:13** Positive to Corrective/Negative Feedback

Goal For Behavior Feedback = **4:1** Positive to Corrective/Negative

White (1975)



Example Strategies to Acknowledge Appropriate Behavior

Examples...

- Verbal praise
- Thumbs up, high five
- Token economy
- Notes/phone calls home or to principal
- Special privileges earned through group contingency



Acknowledging Appropriate Behavior

Effective strategies are

- Clear and specific
- Contingent on desired matrix behavior
- Applied immediately
- Teacher initiated
- Focus on improvement and effort



Recognition Examples tied to Matrix

- “Thank you for being **respectful** by being an **active listener**.”
- “Way to go, you had your **homework finished and you turned it in on time**. Thank you for being **responsible**.”
- “You are **raising your hand to ask questions**. That is being **respectful**.”
- “**You are in the room with needed materials before the tardy bell rings**. You have demonstrated **responsibility**.”



Effective or Ineffective Encouragement?

- “I’m so glad you finally got to class on time. Way to go being responsible.”
- “You kept your comments on topic, that’s being a learner.”
- Thank you for keeping your voices at Level 1 in your work groups, that is being respectful.”
- “You are usually TOO Loud, thanks for being quiet during arrival time.”



Acknowledging Appropriate Behavior

Effective recognition

- is provided frequently during acquisition
- is faded as skill develops
- avoids comparison/competition across children
- is sincere and appropriate for student’s age
- includes a continuum of alternatives



Acknowledging Appropriate Behavior

Classroom Continuum:

Free and Frequent

- Use everyday in the classroom

Intermittent/Short Term

- Awarded occasionally

Strong and Long Term

- Quarterly or year long types of recognition



Classroom Continuum of Strategies


Free & Frequent	Intermittent/Short Term	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone Calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Personal Best Honor Roll

Activity

With your team or a partner begin listing types of recognitions currently used in your classrooms.

Brainstorm recognitions which can be easily put into place that align with your schoolwide system of recognition.


★ Classroom Continuum of Strategies



Classwide Continuum for Encouraging Elementary School Example

Adapted from Colvin, G. (2007). 7 Steps for Developing a Proactive Schoolwide Discipline Plan. Thousand Oaks, CA: Corwin.



	Name	Resources	Description & Criteria	When & Where Presented	Information to Staff	Goal(s)	Celebrations	Coord.
Free and Frequent	GRR Pride	GRR prize tickets, 2500 for celebrations (from PSA)	Teacher gives high ratio of verbal specific feedback using the GRR language to all students and give GRR prize tickets.	Any staff to any student following expectations & rules in the classroom	How to deliver 4:1 + info re development of scripts to encourage	250 Tickets 10% per week	Students shop at class store or use tickets to shop at school store. Students will complete reinforcer survey to identify how they will celebrate.	Schoolwide PBS cheerleader will disseminate GRR tickets
Short Term	GRR Roar	Post cards	Teacher randomly selects a student. Tch calls student's home or sends a post card to any student demonstrating GRR behavior.	Any teacher to any student who is following expectations & rules in the classroom.	Sample information to include on post card	2 phone calls or post cards per week	Parent will tell the student that a phone call or post card was received. Parent and student can celebrate the good news.	Schoolwide PBS Cheerleader
Strong and Long Term	Quarterly GRR Pride Celebration	Classroom Minor Chart, GRR Pride Certificates	For any student who has had 5 or fewer classroom minors during the quarter	At the end of each quarter, each teacher will present the GRR Proud Award Certificates to students	Examples of Classroom Minor Chart; All school staff determine when to record a behavior as a classroom minor.	90% of students will 5 or fewer classroom minors	Students will complete reinforcer survey to identify how they will celebrate strong & long term.	Principal


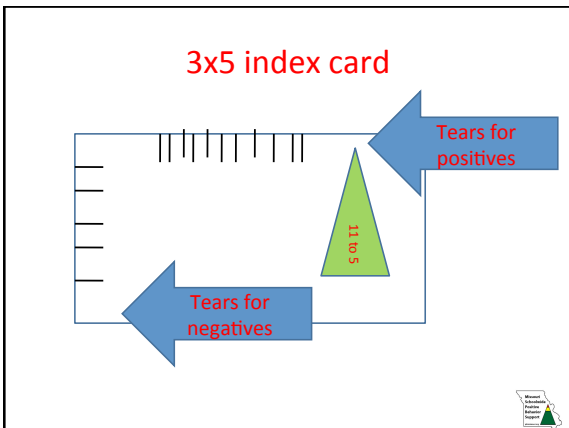


How do we measure...

- 4:1 ratio?
- Individual students receiving recognition?
- Classroom recognition?

★ Classroom Walkthrough Observation Tool—p. 6 and 7



=


Marzano, Pickering, and Pollock said it well...

Reinforcing effort can help teach students one of the most valuable lessons they can learn—the harder you try, the more successful you are. In addition, providing recognition for attainment of specific goals not only enhances achievement, but it stimulates motivation.

Classroom Instruction that Works, 2001



Effective Classroom Practices

- Mini – Modules
 - www.pbissmissouri.org
 - Training Materials
 - Mini-modules
- [Eight Classroom Essential Practices](#)

★ References for Acknowledgement of Appropriate Behavior



Action Planning

Considerations:

- Professional development on the importance of recognition for students and staff
- How to address the target of a 4:1 ratio in classrooms
- How classroom continuums can align with your school-wide continuum?



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- Examine School Safety Survey data and identify needs and develop strategies
- Develop a plan for staff PD on the effective classroom practice of acknowledging appropriate behavior



Next Steps:

To be completed prior to Day 3 training

- Review SSS results with team for decision making
- Review classroom effective practice of acknowledging appropriate behavior with staff



Thank you!

Please fill out an evaluation form.
Safe travels!
See you at our next training!

